DOCUMENT RESUME

ED 412 176 SO 029 026

AUTHOR	Blankenship, Glen
TITLE	Germany Since Unification. Workshop Leader's Manual. An Introduction to Social Studies Instructional Resource Materials for Teaching about Germany Since Unification.
INSTITUTION	Goethe House, New York, NY.
PUB DATE	1995-00-00
NOTE	63p.; For related documents, see SO 027 656-659, SO 029 025, and SO 029 027.
AVAILABLE FROM	Goethe House New York, German Cultural Center, 1014 Fifth Avenue, New York, NY 10028; phone: 212-439-8700.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Area Studies; Civics; Cultural Education; Culture; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Geographic Concepts; *Geography Instruction; Human Geography; Inservice Education; Maps; Multicultural Education; Physical Geography; Social Studies; Staff Development; World Geography; World History
IDENTIFIERS	*Germany

ABSTRACT

This manual is designed to offer support for the instructional resources guides on "Germany since Unification." It provides the basis for a full-day inservice training session on the use of those materials. The format can be modified to meet the needs of leaders, audiences, and time frames. Using the materials developed by teachers and sponsored by the Goethe Institute, the workshop provides participants with a familiarity for teaching about contemporary Germany. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 176

WORKSHOP LEADER'S MANUAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. NENTWICH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

AN INTRODUCTION TO
SOCIAL STUDIES
INSTRUCTIONAL RESOURCE MATERIALS FOR TEACHING ABOUT
GERMANY SINCE UNIFICATION

SO 029 026

BEST COPY AVAILABLE

Workshop Leader's Manual For
GERMANY SINCE UNIFICATION

FOREWORD

The material found in this "Workshop Leader's Manual" is designed to support teachers in implementing the instructional resource guides on Germany since unification. The materials in this guide provide the basis for a full-day inservice training session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames.

Workshop leaders are encouraged to:

- use materials and suggested workshop activities flexibly, taking advantage of personal strengths and creative abilities;
- incorporate or substitute alternative activities when past successful experiences, audience needs or other available instructional resources make such changes desirable.

SAMPLE *GENERAL K-12* WORKSHOP ABSTRACT

The historic opening of the Berlin Wall in 1989 and the unification of Germany in 1990 underscore the importance of Americans' understanding of the geopolitical role of Germany in the world community today. As Europe continues its move toward full economic and political union, the understanding of citizens in the United States regarding Germany's key role in the process becomes increasingly relevant. Participants in this workshop will receive up-to-date information about Germany and strategies for teaching this information to students at the elementary, middle and secondary levels. The materials deal not only with unification but also include the broader perspective of German culture, politics, economics, and daily life. Participants will receive copies of lesson plans appropriate to their school level as well as wall maps, video presentations, color transparency kits, and posters for the social studies classroom.

SAMPLE *ELEMENTARY* WORKSHOP ABSTRACT

Germany provides a rich context for the comparative study of families, neighborhoods and communities, both past and present. Lessons written by Georgia educators based on a study/travel seminar in 1993 will be distributed which examine these traditional U.S. topics from an international perspective. The series of five lessons with accompanying transparencies addresses the following topics: physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

Please send suggestions for revisions or additions to this manual to
Glen Blankenship
5031 Bainbridge Court
Lilburn, Georgia 30247
(404) 564-3801

DETAILED AGENDA FOR WORKSHOP LEADER

8:30 - 9:00	REGISTRATION AND COFFEE
9:00 - 9:30	WELCOME AND INTRODUCTIONS *Why are we here?* --People Search --Workshop Objectives --Nametag Activity
9:30 - 10:30	SETTING THE STAGE *Why study Germany?* --Brainstorming Session *What is the geographic setting (physical and cultural)?* --Comparative Size/Population Density Activity --Perspective Taking Activities --Cultural Collage Poster Activity *What is the historical setting?* --Photo Analysis Activity --Berlin video
10:30 - 10:45	Break
10:45 - 11:30	THE INSTRUCTIONAL UNIT -- PART I *How are the materials organized?* --Scavenger Hunt --Structure of Lessons --Lesson Analysis
11:30 - 12:30	Lunch
12:30 - 1:30	THE INSTRUCTIONAL UNIT -- PART II *How are the materials to be implemented?* --Teach Sample Lessons
1:30 - 2:15	SUPPORT MATERIALS *What other materials are available?* --Outreach Centers, Cultural Institutes, Consulates
2:15 - 2:45	PLANNING AND IMPLEMENTING LOCAL WORKSHOPS *How can I share these materials with colleagues?* --Materials Order Form
2:45 - 3:00	WRAP UP AND QUESTIONS *Where do I go from here?* -- Workshop Evaluation

WELCOME AND INTRODUCTIONS

Time Frame: 30 minutes

Materials:
- People Search (1 copy per participant)
- Name Card (1 card per participant, 1 transparency)
- Workshop Objectives (1 transparency)
- Workshop Agenda (1 copy per participant)

Step 1 (10 minutes) Distribute the "People Search" worksheets to participants as they register and/or enter the room. Explain that they have 10 minutes to find as many people in the room as they can who are able to provide answers to the questions. Upon finding someone who can provide an answer, have that person write the answer in the appropriate box and his or her name on the line below. Remind everyone that they can only answer one question on another person's worksheet.

Step 2 (10 minutes) After 10 minutes has elapsed, ask everyone to be seated and open the program by welcoming the participants to the workshop on Germany since unification. Next randomly call on participants to answer the twelve questions. For example, ask, "Who has an answer for number ___ on your sheet? Tell us the answer and identify the person who gave it to you." The workshop leader can use this activity as an opportunity to elaborate on each topic and determine what participants already know about Germany.

To introduce the wall maps and model their use, refer to the maps when participants respond to squares 2, 4, 5, 7, 9, 11 and 12.

EXAMPLE:

Square	Map Reference
2, 5	Identify the 16 "Länder" or "states"
4	Locate ancestral homes
7, 11, 12	Locate the cities
9	Locate places visited

The physical map could be used by participants who have visited Germany to describe topography of various regions. The two maps can be compared to determine how geography influenced the establishment and growth of selected cities.

WELCOME AND INTRODUCTIONS
(continued)

Step 3
(5 minutes)

To build relationships among participants (and to help them learn more about one another than their names), distribute name cards to each participant and give them the following assignment by saying:

a. In the center of the card write your first name large enough to be read from at least 12 feet away.
b. In the upper left-hand corner, write the names of two places: where you were born and your favorite place.
c. In the upper right-hand corner, write a word or short phrase that comes to mind to complete the phrase "When I think of Germany, I think of..."
d. In the lower left-hand corner, write one of the most common stereotypes about Germany.
e. In the lower right-hand corner, write a word or short phrase which describes how you think your students can benefit from learning about Germany since unification.

Display the Name Card Transparency to give a quick summary of what the participants should be writing on their cards. Monitor to see that they all understand what to do. When they finish, ask participants to introduce themselves to the workshop participants at their table by "explaining" the card.

Step 4
(5 minutes)

Share the objectives of the workshop with the participants and invite them to ask questions or make comments at any time. Briefly review the agenda to give a general overview of the program. Orient participants to the location of the restrooms and telephones.

PEOPLE SEARCH

DIRECTIONS Find someone who can sign-off on one of the following tasks. A colleague may sign only one of the tasks on your sheet.

1 Name the current Chancellor of Germany _____	2 Explain the meaning of "11 + 5 = 1" _____	3 Name the two houses of the German legislature _____
4 Has German ancestry _____	5 Name three German Länder _____	6 Explain the significance of October 3, 1990 _____
7 Distinguish the status of Bonn and Berlin _____	8 Has experience planning and leading workshops for teachers _____	9 Has visited Germany _____
10 Explain the significance of November 9, 1989 _____	11 Name five major cities in Germany _____	12 Identify the year of the Munich Olympic Games _____

PEOPLE SEARCH
KEY

1. Helmut Kohl	2. The 11 states of the west plus the 5 states in the east makes a single Germany	3. Bundestag (lower house) and Bundesrat (upper house)
4. Answers will vary.	5. Answers will vary.	6. Day of German unification
7. Bonn is the seat of government; Berlin is the capital	8. Answers will vary.	9. Answers will vary.
10. Opening of the Berlin Wall	11. Answers will vary.	12. 1972

GERMANY

Since Unification

Place Born
and
Favorite Place

When I think of
Germany
I think of.....

FIRST NAME

One of the common
stereotypes about
Germany is....

Students should learn
about contemporary
Germany because....

WORKSHOP OBJECTIVES

Participants will ...

- ❑ **increase their awareness and understanding of contemporary Germany (cultural, geographic, political, economic);**
- ❑ **review instructional materials for use in social studies classrooms;**
- ❑ **develop plans for implementing an inservice workshop at the building or district level.**

WORKSHOP AGENDA

8:30 - 9:00	REGISTRATION AND COFFEE
9:00 - 9:30	WELCOME AND INTRODUCTIONS *Why are we here?*
9:30 - 10:30	SETTING THE STAGE *Why study Germany?* *What is the geographic setting (physical and cultural)?* *What is the historical setting?*
10:30 - 10:45	Break
10:45 - 11:30	THE INSTRUCTIONAL UNIT -- PART I *How are the materials organized?*
11:30 - 12:30	Lunch
12:30 - 1:30	THE INSTRUCTIONAL UNIT -- PART II *How are the materials to be implemented?*
1:30 - 2:15	SUPPORT MATERIALS *What other materials are available?*
2:14 - 2 :45	PLANNING AND IMPLEMENTING LOCAL WORKSHOPS *How can I share these materials with colleagues?*
2:45 - 3:00	WRAP UP AND QUESTIONS *Where do I go from here?*

SETTING THE STAGE

Time Frame: 60 minutes

Materials:
- "Reasons for Studying the Federal Republic of Germany" (transparency)
- "Comparing Cultures" (transparency)
- Berlin video
- Comparative Map Kit (transparencies)
- Cultural Collage Poster and Key
- Copies of all lesson plan kits

Step 1 (10 minutes) Lead a brainstorming session by asking participants to generate a list of reasons for studying Germany The workshop leader should record reasons stated by participants on a chalkboard, flip-chart or overhead projector. If you need help getting them going, a "starter list" of reasons can be found on page 10 of this manual with detailed "talking notes" found on pages 11 and 12.

Step 2 (10 minutes) Use the Comparative Map Transparencies found in the Appendix of this manual to review Germany's geography, its location in Europe, and its location and size relative to the United States. Additional resources to support this activity include:

- ✓ Overview of Germany
  - ► Lesson 4, Activity 1
    - ·Transparencies 11 and 11A "Photo of Europe"
- ✓ Geography of Germany
  - ► Lesson 1, Activity 1
    - ·Worksheet 1.1 "The World"
    - ·Transparency 1"Germany in Europe"
  - ► Lesson 2, Activity 3
    - ·Transparency 5 "Population Density"
    - ·Handout 2.1 "German Population Tree"
  - ► Lesson 4, Activity 1
    - · Worksheet 4.1 "Map of Continental United States"
    - · Worksheet 4.2 "Map of Europe"
    - ·Transparency 8 "Foreigners in Germany"

Step 3 (5 minutes) In addition to physical geography, participants should also examine Germany from a cultural perspective. To dramatize the point of cultural perspective taking, use Transparencies 3 and 4 from Overview of Germany. Ask participants to generate a list of adjectives describing their reaction to each picture and then share these responses. Debrief the activity by comparing the two lists of adjectives. Generally, the lists differ in that the Statue of Liberty photo elicits words of emotion and patriotism, while the photo of the Brandenburg Gate will elicit words which are less emotional and more factual descriptions of the architecture. A German responding to these same photographs would probably respond in a reverse manner.

Stress to participants that being able to see issues and events from multiple perspectives helps us better understand our own perspective. Indeed, many

SETTING THE STAGE
(continued)

citizens of the former GDR view issues related to German unification differently from citizens in western Germany.

Step 4 (10 minutes) — To help participants identify stereotypes, place them into groups. Give each group a copy of the Cultural Collage Poster and have them identify as many items as they can. As participants seem to be nearing the point where they can not identify further items, distribute a key to each group. Make the point that there are many varied impressions of Germany which must be considered. Transparencies 1 and 2 from the Overview of Germany provide additional examples.

Step 5 (10 minutes) — Lesson 1, Activity 2 from the Overview of Germany which deals with characteristics of Germans from the perspective of Americans, the British, the French and the Germans themselves provides an opportunity to discuss generalizing and stereotyping other cultures. Use Handout 1.1, "German National Character" to demonstrate this point.

Use the "Comparing Cultures" transparency on page 14 of this manual to put closure on the idea of perspectives and comparative studies issues.

Step 6 (15 minutes) — To establish a historical context for studying German unification, teach Geography of Germany, Lesson 5, Activity 2 [Handout 5.1 "Analysis of Three Photographs"]. This activity places the unification of Germany into the broader historic context of the global democratization movement.

Conclude this portion of the workshop by showing the Berlin videotape and debrief by asking such questions as:

- What did you learn from the video that you didn't know before?
- What things did you find of particular interest?
- What are some ideas for using the video in the classroom?
- How could students benefit from seeing this video?

WHY STUDY GERMANY?

- Germany is a prime mover in European integration.
- Germany is geographically located in the center of Europe with political, economic, and social windows that open *East* and *West*.
- Germany is an industrial giant in Europe and one of the three leading exporting nations in the world.
- Germany can be studied as a model of post World War II reconstruction and a microcosm of "cold war" conflict.
- Germany serves as a model for emerging nations and for Europe.
- Germany has provided a legacy of literary and political thought that has impacted the evolution of Western Civilization.
- Germany is the ancestral home to millions of immigrants to the United States.
- Germany, for many years a "nonimmigration" country, now must learn to deal with increasing problems with alien minorities.
- Germany and the United States have common problems; a comparative analysis can help both nations find appropriate solutions.
- Germany offers a case study in contrast and contradiction--it has freely offered the world its people and its artistic and scientific genius; it has also been at the source of devastating war and unparalleled genocide.

WHY STUDY GERMANY?
Transparency Notes

The study of Germany within an emerging European Community and a greater Europe is crucial for social studies classes in U.S. schools for at least ten good reasons (although almost any one of them will do by itself).

1. Germany Is A Prime Mover in European Integration

West Germany has been a prime mover and promoter of European union ever since the inception of the European Community in 1957. Late last year, when the train of European unity was threatened with derailment, the now-united Germany got it back on track. The new Germany favors a Europe of diverse identities and traditions, a "cathedral with many chapels." Its neighbors and partners agree with the strategy of having a European Germany, not a German Europe, emerge from the end of the cold war and German unification.

2. The Land of the Middle

Germany is located at the very center of the continent of Europe (see figure 1, page 171). It is the country with the greatest number of neighbors - altogether nine: Poland and the Czech Republic to the east and southeast, Austria and Switzerland to the south, France, Luxembourg, Belgium, and the Netherlands to the west, and Denmark to the north. The latter five countries are currently members of the European Community, two of the other four, Austria and Switzerland, are predominantly German speaking, and two, Poland and the former Czechoslovakia , are former Communist countries with a long tradition of cross-fertilization with German culture.

3. A Vulnerable Economic Giant

Germany is the largest economy in Europe and, in proportion to its size and population, the leading export nation in the world. The United States and Japan, both considerably larger states (by three times and one and one-half times, respectively), export significantly less. Like Japan, though, Germany is highly dependent on other countries for raw materials, energy, and a good portion of its highly skilled labor force.

Stagnant markets in Europe and a global recession are potentially harmful to this export-oriented economy, as are attacks on foreigners at home. The attacks, triggered by high unemployment and mass migration, send the wrong signals to Germany's trading partners and evoke the specters of the past. The success of the experiment of German unification is not only a problem for Germans.

4. A Model for Reconstruction and Cold War Conflict Management

Germany's recovery, after total defeat and destruction in World War II, is exemplary and a thought-provoking case study by itself or in comparison to Japan, a country allied to Germany during the war that was defeated and later reconstructed with the intervention of the United States. Both countries rose from the ashes to become the principal U.S. competitors.

Germany, furthermore, has been the frontier country during the cold war, a symbol of the division of the world and of Europe-epitomized by the Berlin Wall (1961-89) and of the Western resolve to withstand Soviet Russia's expansion. The Berlin Airlift of 1948-49, conducted by the U.S. Air Force after a Soviet blockade of the city, as well as the stationing of hundreds of thousands of U.S. and NATO troops at the continental divide on German soil for the past fifty years, have united people in Germany and the United States in a common pursuit of their foreign and security policies.

WHY STUDY GERMANY?
Transparency Notes (Continued)

5. A Model for Emerging Nations and for Europe?

Uniting two halves of a country that had been forcefully kept apart for more than forty years is a rare political, social, economic, and cultural experiment. Other still-divided nations (such as China, Korea, Lebanon, and Cyprus) as well as those now emerging out of the breakdown of former empires and multiethnic states that have to reshuffle in mixes other than their prior compositions, are concerned observers of the German unification process. Will it be possible to let "grow together what belongs together" (in the words of former West German Chancellor Willy Brandt) in one generation's lifetime?[1] How will Germany handle its dual legacy of totalitarian episodes, one fascist, one communist? Will Germany's new muscle evoke old fears of a hegemonical threat to Europe, or even the world? Most importantly, German unification - its speed, cost, and rate of success - will teach us something about the prognosis of European unification.

6. Germany's Cultural Legacy to Europe and the United States

To study the sources of European and U.S. intellectual history and major developments in the arts and sciences, it is not enough to look, as it is frequently the case in U.S. schools, to the British and French traditions. Significant contributions to our contemporary understanding of the world and to our enjoyment of artistic achievements have their origins in Germany.

Famous Germans who excelled in their respective disciplines and who deserve further investigation in the context of a number of subject matters and school activities include: philosophers (Leibniz, Kant, Hegel, Nietzsche, Schopenhauer, Marx); the Protestant theologian and reformer Martin Luther; classical poets and dramatists (Goethe, Schiller); Nobel Prize for literature recipients (Hauptmann, Mann, and Hesse); musicians (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Wagner, Strauss); painters (Dürer, Friedrich, Becmann, Kollwitz); architects (Schinkel, Roebling, Gropius); mathematicians (Gauss, Frege); scientists (Koch, Virchow, Einstein, Heisenberg); and engineers (Daimler, Porsche, and von Braun).

7. The Country of Origin of Many U.S. Citizens

Since 1683, when German settlers founded Germantown in Pennsylvania, and especially during the nineteenth and twentieth centuries, Germans have emigrated to the United States and settled primarily in the Midwest (predominantly in Saint Louis, Milwaukee, Chicago, and Cincinnati) and in New York and Baltimore. Germans significantly enriched U.S. culture, especially in preschool (kindergarten) and higher education (primarily through the forced exile of German-Jewish academicians during the 1930's who found a new home at universities and colleges in the United States). The Johns Hopkins University in Baltimore, Maryland, was founded in 1876 on the model of a German research university, the Humboldt University of Berlin.

Today, approximately one-fourth of all U.S. citizens trace their ancestry, at least partially, to German roots. According to the 1990 U.S. Census, for example, 52 percent of the population in Wisconsin claim family ties to Germany.

WHY STUDY GERMANY?
Transparency Notes (Continued)

8. A Multicultural Society?

The United States and Canada have been called classical immigration countries. They have championed, with pride, their respective melting-pot and mosaic models and heritages of assimilation and acculturation of immigrants. Officially, Germany has been a "nonimmigration" country, with a largely homogeneous society and compatibly diverse cultural traditions.

Inquiring into the validity of these traditional assumptions is appropriate for kindling student interest. Rising problems with increasing, and increasingly fragmented, alien minorities in both the United States and Germany will lead to useful comparisons that will help students understand the origins of prejudice, hate and xenophobia.

9. A Case Study for Overcoming Stereotypes

Unmasking stereotypes is a crucial step toward international understanding. The images of Germany in the United States and, conversely, of the United States in Germany lend themselves to a study of stereotypes and their origins because Germany and the United States have been linked in many ways over the past 220 years. Immigration, travelogues, and tourism in one direction, and occupation, more tourism, and decades of Hollywood films and television series in the other, have created stereotypical images of the two countries in their respective populations.

10. A Mystery or a Country like Any Other?

Germany has freely offered the world its people and its artistic and scientific genius. The country has also been at the source of devastating war and unparalleled genocide. It is a case study in contrast and contradictions, in confrontation and reconciliation, in nationalistic isolation and international cooperation.

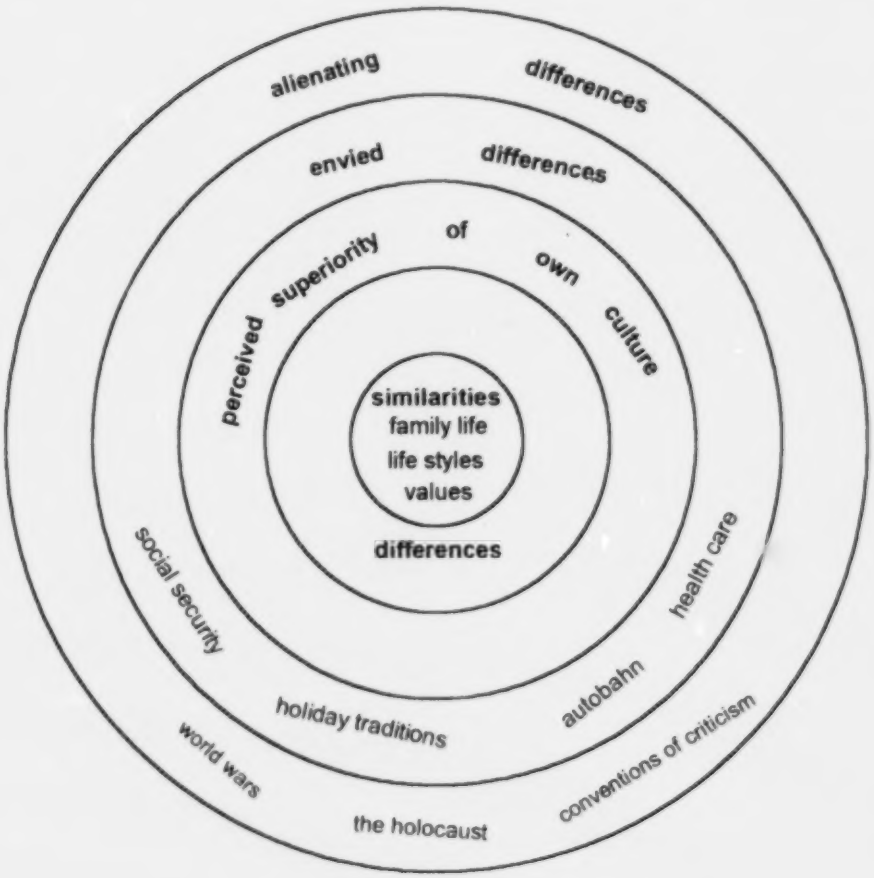
Germany today means Goethe *and* Goebbels, Hitler *and* Hoelderlin, Eichmann *and* Einstein. Germany produced the rockets that destroyed part of London and Coventry and "the ultimate driving machines." It built the Berlin Wall and tore down the Iron Curtain and the borders between the countries of Western Europe. Its long history is checkered and still not very well understood, but the past forty-five years of the Federal Republic are a model of stability and peaceful coexistence.

Note

'From a television interview with former Chancellor Willy Brandt at the opening of the Brandenburg Gate on November 9, 1989

Written by **Mike McKinnon**, Curriculum Coordinator for Social Studies and Foreign Language, Janesville School District, Janesville, Wisconsin.

COMPARING CULTURES



Adapted from a diagram by Martin Seletzky, Ohio Department of Education

THE INSTRUCTIONAL UNIT--PART I

Time Frame: 45 minutes

Materials:
- Instructional Unit (1 per participant)
- Scavenger Hunt Worksheet (1 per participant per group, per kit)
- Structure of the Lessons (1 Transparency)
- Lesson Analysis (5 transparencies)

Step 1 (15 minutes) Divide the workshop participants into five groups and assign each group a number from one to five. Each group will be assigned one of the resource guides to review as follows.

Group 1 - *A Kid Like Me Across the Sea*
Group 2 - *Communities and Regions in Germany*
Group 3 - *Overview of Germany*
Group 4 - *Geography of Germany*
Group 5 - *Cultural Reflections*

Distribute the lessons and give participants a few minutes to look through the materials. Explain that in order to familiarize themselves with the materials, they are going to go on a "scavenger hunt." Distribute the Scavenger Hunt worksheets for each participant to complete. Debrief by asking such questions as:

- Did you learn something new about Germany?
- Are the lessons organized in a format which is easy to follow?

The workshop leader should review the answers to the Scavenger Hunt and refer to the program's Table of Contents for a general overview of the unit. The "Structure of the Lessons" transparency can be used to explain the format of the materials.

Step 2 (30 minutes) All five groups will use the "Lesson Analysis" worksheet to guide their lesson evaluation and subsequent preparation of a short oral synopsis of the unit to share with the other groups. Each group will record its answers on the transparency provided and select a group member to report to the entire audience. This will provide all participants with an overview of the lessons in the resource guides.

A KID LIKE ME ACROSS THE SEA
SCAVENGER HUNT

Directions: Use your copy of the lessons to answer the following questions.

1. How many topics are addressed in this unit? How many lessons?

2. On what page would you find a picture of "Schloss Bellevue," the home of the German president?

3. What suggestion is made for the use of Handout 2.3 of Topic 2, Lesson 4?

4. List five people who immigrated to the United States from Germany.

5. How many photographs are in the "Photo File on Lisa Berger?" How are they to be used?

6. Which lesson provides students the opportunity to apply mathematical skills related to converting and spending money in Germany?

7. The names of the four seasons in the German language are:

8. Where is the key to Topic 4, Lesson 2, Worksheet 4.2 found?

9. Why are there three different world maps for Topic 1, Lesson 1, Worksheet 1.1?

10. Are there restrictions placed on the duplication of these lessons?

COMMUNITIES AND REGIONS IN GERMANY
SCAVENGER HUNT

Directions: Use your copy of the lessons to provide the information requested.

LESSON 1
Germany in Numbers
Purpose:_____
_____
_____

LESSON 2
The German Landscape
Purpose:_____
_____
_____

LESSON 3
Traveling Through Germany
Purpose:_____
_____
_____

Match the state with its associated learning activity.

_____ 1. Schleswig-Holstein	a. photograph interpretation activity
_____ 2. Berlin	b. film activity
_____ 3. Bavaria	c. sight-seeing activity
_____ 4. Saxony	d. time line activity
_____ 5. Mecklenburg-Western Pomerania	e. interpreting chart/table activity
_____ 6. North Rhine-Westphalia	f. cooking activity

APPENDIX
Purpose:_____
_____
_____

OVERVIEW OF GERMANY
SCAVENGER HUNT

Directions: Use your copy of the resource guides to answer the following questions.

1. How many lessons are there in the *Overview of Germany* resource guide? How many activities?

2. Which lesson and activity numbers in *Overview of Germany* deals with political symbols?

3. What information is provided in Transparency 11 of *Overview of Germany?*

4. Describe what Activity Four of Lesson Three in *Overview of Germany* includes.

5. According to the answer key on proverbs in *Overview of Germany*, what is the American equivalent to the German saying, "He who digs a trap for others will fall into it himself"?

6. What suggestion is made for the use of Handout 2.2 in Lesson 2, Activity 5?

7. What documents are used as the basis for Lesson 3, Activity 1?

8. According to the government organization chart, how many members serve in the Bundestag? How long do they serve?

9. Which lesson calls for the use of a decision making chart? What is its purpose?

10. Are there restrictions placed on the duplication of these lessons?

THE GEOGRAPHY OF GERMANY
SCAVENGER HUNT

Directions: Use your copy of the resource guides to answer the following questions.

1. How many lessons are there in the *Geography of Germany* resource guide? How many activities?

2. Match each of the following geography themes with the lesson in *Geography of Germany* which addresses it.

   PLACE:

   HUMAN-ENVIRONMENT INTERACTION:

   REGION:

3. What topic does Lesson Four, Handout 4.2 address in *Geography of Germany*?

4. What is the purpose of Lesson 1, Activity 2, Handout 1.3 in *Geography of Germany?*

5. According to Transparency 8 of *Geography of Germany*, what percentage of foreigners in Germany are from Turkey?

6. Which lesson in *Geography of Germany* contains a timeline of events related to German unification?

7. What suggestion is made for the use of Worksheet 3.4 in Lesson 3, Activity 4?

8. How many newspapers are quoted with views on the unification of Germany?

9. Which activity in Lesson 4 asks students to draw circles with a 500 mile and 1000 mile radius on a map of the United States and a map of Europe?

10. Are there restrictions placed on the duplication of these lessons?

CULTURAL REFLECTIONS
SCAVENGER HUNT

Directions: Use your copy of the resource guides to answer the following questions.

1. How many topics are addressed in this unit? How many activities?

2. What is the average number of vacation days given to German workers? How many hours in the typical work week?

3. What is the purpose of the Likert Scale found in Lesson 3, Activity 5?

4. Who is the author of the article "Quality, Affordable Health Care?"

5. Excerpts from which documents are needed in order for students to complete Lesson 2, Activity 1?

6. What are the three tracks of schooling available to students after they finish elementary school?

7. What two documents are found on Transparency 15A?

8. What is the most popular cultural activity of Germans?

9. Which activity in Lesson 2 presents scenarios which ask students to determine for which party a citizen might vote?

10. Are there restrictions placed on the duplication of these lessons?

SCAVENGER HUNT KEYS

A Kid Like Me Across the Sea

1. 4 units, 20 lessons
2. page 101
3. examine photos and make a list of events which occur at a German school
4. Levi Strauss, Werner von Braun, Peter Zenger, Baron Friedrich Wilhelm von Steuben, Carl Schurz, Henry Kissinger
5. 18 photographs used to examine a "day in the life of " a German child
6. Topic 4, Lesson 4
7. Frühling, Sommer, Winter, Herbst
8. page 97
9. maps allow students to look at the world from three perspectives
10. no copyright restrictions for classroom use

Communities and Regions

1. Lesson 1 gives a statistical overview of Germany's location, size, population, climate, etc.
2. Lesson 2 gives an overview of the geography and topography of Germany
3. Lesson 3 is a series of scenarios describing a driving tour across Germany 's regions and cities

•Schleswig-Holstein	=	interpreting chart/table activity
•Berlin	=	photograph interpretation activity
•Bavaria	=	cooking activity
•Saxony	=	film activity
•Mecklenburg-Western Pomerania	=	sightseeing activity
•North Rhine-Westphalia	=	time line activity

4. The Appendix contains the transcripts of the slide/tape programs

Overview of Germany

1. 4 units, 22 activities
2. Lesson 2, Activities 5 and 6
3. satellite photo of Europe, Levi Strauss, Werner von Braun, Peter Zenger, Baron Firedrich 4.
4. it includes a simulation of the formation of a state government
5. "What goes around comes around" in Lesson 1, Worksheet 1.3 key
6. find common elements in selected state seals of the U.S. and German states and explain what they say about the culture and values of a particular society
7. Preambles to the U.S. Constitution and the Basic Law of Germany
8. 656 members who serve for 4 years
9. Lesson 4, Activity 4; to determine the best site in Germany at which to build a home improvement store
10. no copyright restrictions for classroom use

SCAVENGER HUNT KEYS

The Geography of Germany

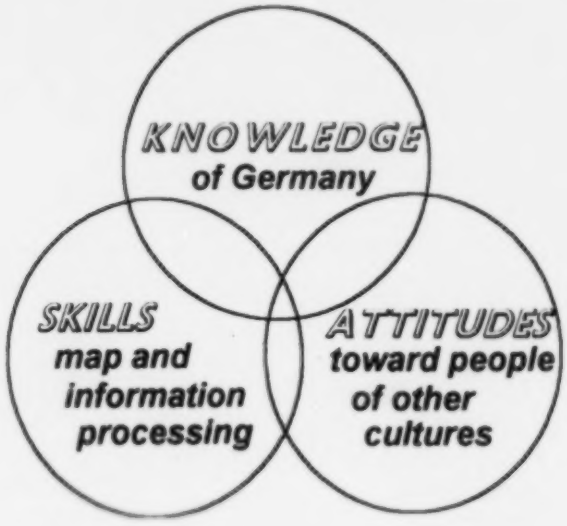
1. 5 units, 18 lessons
2. Place - Lesson 2
   Interaction - Lesson 3
   Region - Lesson 5
3. The Basic Law of Germany as it relates to immigration and citizenship
4. To establish the importance of geographic location with regard to trade, transportation and other economic/political factors
5. 33.9%
6. Lesson 5, Activity 2, Teacher Resource 5.2
7. Decision making/role play activity regarding environmental pollution
8. 10 newspapers
9. Activity 1
10. no copyright restrictions for classroom use

Cultural Reflections

1. 3 units, 18 activities
2. 31 vacation days; 38.5 hour work week
3. to classify quotes regarding the asylum agreement and show that Germany has a free press with differing points of view
4. Bill Clinton
5. The U. S. Constitution and the Basic Law of Germany
6. Hauptschule, Realschule, Gymnasium (page 67)
7. report card and student schedule
8. opera
9. Activity 2
10. no copyright restrictions for classroom use

STRUCTURE OF THE LESSONS

- ❑ LESSON TITLE
- ❑ LESSON OBJECTIVES
- ❑ MATERIALS AND RESOURCES
- ❑ BACKGROUND INFORMATION
- ❑ ACTIVITIES
- ❑ ATTACHMENTS
  - ➢ HANDOUTS
  - ➢ WORKSHEETS
  - ➢ TEACHER RESOURCES



LESSON ANALYSIS

1. What makes these lessons "work"?

2. What obstacles are there to the successful use of these lessons? How can the lessons be adapted?

3. What content and skills must students apply to learn from these lessons?

4. Where could these lessons fit into the curriculum?

SUPPORT MATERIALS

Time Frame: 45 minutes

Materials:
- The Week in Germany (multiple back issues)
- Focus on Germany (multiple back issues)
- "Materials Commonalties" Transparency
- Facts About Germany (1 copy per participant)
- Correlation of Lesson Topics (1 worksheet per participant)
- List of Resources (1 worksheet per participant)

Step 1 (10 minutes)

Divide the participants into groups of 5 or 6 members. Give one-half of the groups back issues of The Week in Germany and the other half copies of Focus on Germany. Ask the groups to scan the issues for common features and to generate a list of instructional uses for these publications. The "Materials Commonalties" transparency contains a list of the common elements of the publications.

Let participants know that to have their name added to the mailing list to receive these publications they need to write to:

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

Step 2 (30 minutes)

An excellent resource for background content which supports the "Overview" and "Geography" instructional units is Facts About Germany. Distribute copies of the book to groups of 3 or 4 members along with the Correlation worksheets. Have students work together to create a chart referencing appropriate page numbers from Facts About Germany to the instructional units.

Step 3 (5 minutes)

Use current periodicals to continue the discussion of current happenings in Germany. Editorial cartoons, columns, and/or news stories serve as excellent sources for initiating discussion. In addition, distribute copies of the "List of Resources" which participants may use to request additional print materials from a wide range of organizations. The list begins on page 29 of this manual.

MATERIALS COMMONALTIES

The Week in Germany

Headlines (page 1)
Politics (page 2)
The Press (page 3)
Economics (pages 4-5)
Miscellaneous (pages 6-7)
Photograph (page 8)

Focus on Germany

German History
Culture and Museums
Personality Portraits
Customs, Folklore, Traditions
Fairy Tales
Armed Forces and Defense Policy
Leisure Time, Tourism, Travel
German Cuisine and Wines
Occupations and Vocational Training
Art and Architecture

Available from: German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

CORRELATION OF LESSON TOPICS FROM *GEOGRAPHY OF GERMANY* TO *FACTS ABOUT GERMANY*

LESSON	ACTIVITY	TOPIC	FACTS ABOUT GERMANY
1	1	Germany's Location in the World	_____
1	2	Germany's Location in Europe	_____
2	1	*Physical Features of Germany*	_____
2	2	*German Population Pyramid*	_____
2	3	*Population Density in Germany*	_____
2	4	*Population Distribution in Germany*	_____
3	1	Land Use in Germany	_____
3	2	Industrial Areas in Germany	_____
3	3	Pollution in Germany	_____
3	4	The Environment	_____
4	1	*Foreigners in Germany*	_____
4	2	*Immigration to Germany*	_____
5	1	Regions in Germany	_____
5	2	German Unification	_____
5	3	Opening the Berlin Wall	_____
5	4	East German Perspectives on Unification	_____
5	5	East German Perspectives on Unification	_____
5	6	World Press Views on Unification	_____

CORRELATION OF LESSON TOPICS FROM *OVERVIEW OF GERMANY* TO *FACTS ABOUT GERMANY*

LESSON	ACTIVITY	TOPIC	FACTS ABOUT GERMANY
1	1	Impressions of Germans	_____
1	2	Perspective Taking	_____
1	3	Student Cultural Attitudes	_____
1	4	German Proverbs	_____
1	5	Great Men of German Culture	_____
2	1	*Locating the Germany States*	_____
2	2	*Describing the German States*	_____
2	3	*Historic Sites in Germany*	_____
2	4	*Town Names in Germany*	_____
2	5	*State Coats of Arms & Great Seals*	_____
2	6	*National Symbols*	_____
3	1	The Basic Law--Preamble	_____
3	2	Principles of German Federal Govt	_____
3	3	Structure/Organization of Federal Govt	_____
3	4	State Government Elections	_____
3	5	Structure/Organization of State Govt's	_____
4	1	*Germany's Location in Europe*	_____
4	2	*Geophysical Features of Europe*	_____
4	3	*Transportation in Germany*	_____
4	4 & 5	*Waterways, Highways, Railways*	_____
4	6	*Establishing Sister City Relationships*	_____

LIST OF RESOURCES

General Background Reading

Copies of the following publications may be obtained free of charge from:

German Information Center, 950 Third Ave., 24th Floor, New York, NY 10022

Facts about Germany. Frankfurt, Germany: Societäts-Verlag, annual.

Germany and the USA. New York: German Information Center, 1989.

Germany: Constitution and Legal System. Bonn, Germany: Press and Information Office of the German Federal Government, 1991.

Germany: Country and People. Bonn, Germany: Press and Information Office of the German Federal Government, 1992.

Germany: Elections, Parliament, and Political Parties. New York: German Information Center, 1990.

Audiovisual Resources

Modern Talking Picture Scheduling Center
5000 Park Street N.
St. Petersburg, FL 33709
(800) 243-6877

Periodicals and Articles

The Magazine from Germany, Oskar's, and German Life are colorful, upbeat magazines from Germany that highlight contemporary topics and personalities. Highly appropriate for classroom use, they contain a variety of episodic pieces, photo essays, and extended features of interest to students of an emerging Europe. For subscription information contact the nearest Goethe-Institut.

The Week in Germany An eight-page weekly news bulletin in English that features current perspectives on political, economic, and miscellaneous news from Germany. Readable, concise, and focused on a menu of topics of interest to both social studies and second language educators.

Both are available from:
German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

German Government and Cultural Institute Offices

Embassy of the Federal Republic of Germany
4645 Reservoir Road, NW
Washington, DC 20007-1998
(202) 298-4000

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

Goethe-Institut
City Center Building
Suite 210
220 East Huron
Ann Arbor, MI 48104
(313) 996-8600

Goethe-Institut
German Cultural Center
400 Colony Square
Street Level
Atlanta, GA 30361-2401
(404) 892-2388

Goethe-Institut
German Cultural Center for New England
170 Beacon Street
Boston, MA 02116
(616) 262-6050

Goethe-Institut
German Cultural Center
401 N. Michigan Avenue
Chicago, IL 60611
(312) 329-0917

Goethe-Institut
559 Liberty Hill
Pendleton House
Cincinnati, OH 45210
(513) 721-2777

Goethe-Institut
German Cultural Center
3120 Southwest Freeway
Suite 100
Houston, TX 77098
(713) 528-2787

Goethe-Institut Los Angeles
5700 Wilshire Blvd,
Suite 110
Los Angeles, CA 90036
(213) 525-3388

Goethe-Institut New York
1014 Fifth Avenue
New York, NY 10028
(212) 439-8700

Goethe-Institut
530 Bush Street
San Francisco, CA 94108
(415) 391-0370

Goethe-Institut
Mutual Life Building
605 First Avenue, Suite 401
Seattle, WA 98104
(206) 622-9694

Goethe-Institut
326 North Euclid Avenue
2nd Floor South
St. Louis, MO 63108
(314) 367-2452

Goethe-Institut Washington
1607 New Hampshire Avenue
Washington, DC 20009-2562
(202) 319-0702

Organizations

American Association of Teachers of German
112 Haddontowne Court 104
Cherry Hill, NJ 08034
(609) 795-5553

American Institute for Contemporary German Studies
Suite 350
11 Dupont Circle, NW
Washington, DC 20036
(202) 332-9312

American Council on Germany
Suite 606
14 E. 60th Street
New York, NY 10022
(212) 826-3636

German Internship Programs
Professor George K. Romoser
PO Box 345
Durham, NH 03824
(603) 862-1778

German Marshall Fund of the United States
Suite 750
11 Dupont Circle, NW
Washington, DC 20036
(202) 745-3950

German Studies Association
Arizona State University
Tempe, AZ 85287-4205
(602) 965-9011

Max Kade Institute for German-American Studies
University of Wisconsin
818 Van Hise Hall
1220 Linden Drive
Madison, WI 53706
(608) 262-2192

Max Kade Institute for Austrian, German, and Swiss Studies
University of Southern California
THH 402 University Park
Los Angeles, CA 90089-0351
(213) 743-2280

Institute for German-American Relations
Suite 102
9380 McKnight Road
Pittsburgh, PA 15237
(412) 364-7752

Institute for the Study of German-American Relations
Dr. William McDonald
University of Virginia
Dept. of Germanic Languages and Literatures
108 Cocke Hall
Charlottesville, VA 22903
(804) 924-6695

Institute of Texas-German Studies
University of Houston
German Department
4800 Calhoun Road
Houston, TX 77004
(713) 749-2159 / 63

Society for German-American Studies
Don Heinrich Tolzmann
Langsam Library, ML33
University of Cincinnati
Cincinnati, OH 45221
(513) 556-1859

Unites States Information Agency
German-American Contact Staff
301 4th Street, SW
Washington, DC 20547
(202) 619-6184

Alexander von Humboldt Foundation (AvH)
1350 Connecticut Avenue, NW
Washington, DC 20036
(202) 296-2990

German Academic Exchange Service
(DAAD)
19th Floor
950 Third Avenue
New York, NY 10022
(212) 758-3223

German Historical Institute
1607 New Hampshire Avenue, NW
Washington, DC 20009
(202) 387-3555

Konrad Adenauer Foundation
2005 Massachusetts Avenue, NW
Washington, DC 20036
(202) 986-9460

Friederich Ebert Foundation
Suite 111
1133 15th Street, NW
Washington, DC 20005
(202) 331-1819
or
27th Floor
950 Third Avenue
New York, NY 10022
(212) 688-8770

Friedrich Naumann Foundation
1759 R Street, NW
Washington, DC 20009
(202) 667-4885

Hanns Seidel Foundation
Suite 355
214 Massachusetts Avenue, NE
Washington, DC 20002
(202) 546-4744

Consulates-General

Marquis Two Tower, Suite 901
285 Peach Tree Center Avenue NE
Atlanta, GA 30303
(404) 659-4760 / 61 / 62
(serves AL, GA, MS, NC, SC, TN)

Suite 500
Three Copley Place
Boston, MA 02116-6505
(617) 536-4414
(serves CT, ME, MA, NH, RI, VT)

Monroe Building, 10th Floor
Suite 3200
676 N. Michigan Avenue
Chicago, IL 60611
(312) 580-1199
(serves IL, IA, KS, MN, MO, NE, ND, SD, WI)

Edison Plaza, Suite 2100
660 Plaza Drive
Detroit, MI 48226-1849
(313) 962-6526
(serves IN, KY, MI, OH)

Suite 1850
1330 Post Oak Boulevard
Houston, TX 77056-3818
(713) 627-7771
(serves AR, NM, OK, TX)

Suite 500
6222 Wilshire Blvd.
Los Angeles, CA 90048
(serves CA, AZ)

Suite 2210
100 N. Biscayne Boulevard
Miami, FL 33132
(305) 358-0290
(serves FL)

225 Baronne Street
New Orleans, LA 70112
(504) 569-4289
(serves LA)

460 Park Avenue
New York, NY 10022
(212) 308-8700
(serves NY, NJ, PA, CT, Puerto Rico)

1960 Jackson Street
San Francisco, CA 94109
(414) 775-1061
(serves CA, HI, NV, UT, CO, WY)

One Union Square Building
600 University Street
Seattle, WA 98101
(206) 682-4313
(serves AK, ID, MT, OR, WA)

German Schools

Deutsche Schule New York
50 Partridge Road
White Plains, NY 10605
(914) 948-6513

German American School San Francisco
275 Elliot Drive
Menlo Park, CA 94025
(415) 324-8617

Deutsche Schule Washington DC
8617 Chateau Drive
Potomac, MD 20854
(301) 365-4400

Carl Duisberg Society (CDS International, Inc.)
330 7th Avenue
New York, NY 10001
(212) 760-1400

CDS International Inc.
3475 Lenox Road NE
Atlanta, GA 30326
(404) 239-9495

CDS International Inc.
Midwest Regional Office
Suite 201
309 W. Washington Street
Indianapolis, IN 46024
(317) 637-1280

Chambers of Commerce

German American Chamber of Commerce
31st Floor
40 W. 57th Street
New York, NY 10019
(212) 974-8830

Suite 620
3475 Lenox Road NE
Atlanta, GA 30326
(404) 239-9494

Suite 1030
555 San Felipe
Houston, TX 77056
(713) 877-1114

Suite 600
104 S. Michigan Avenue
Chicago, IL 60603
(312) 782-8557

Suite 1112
3259 Wilshire Boulevard
Los Angeles, CA 90010
(213) 381-2236 / 7

Suite 910
465 California Street
San Francisco, CA 94104
(415) 392-2262

Representative of German Industry and Trade
One Farragut Square S., NW
Washington, DC 20006

German National Tourist Office
c/o German American Chamber of Commerce
104 S. Michigan Avenue, Suite 600
Chicago, IL 60603-5978
(312) 782-8557

PLANNING AND IMPLEMENTING LOCAL WORKSHOPS

Time Frame: 30 minutes

Materials: Transparencies
- Conceptualizing A Workshop
- Making Logistical Arrangements
- Planning the Workshop
- Critiquing the Plan
- How to Ensure an Effective Presentation

Worksheet
- Troubleshooting: What Do You Do When . . .

Please note that this activity is addressed to the workshop leader conducting a workshop for future workshop leaders. Please skip this section if you are leading a workshop for classroom teachers who will NOT be leading a repeat workshop.

Step 1: (10 minutes) Review the contents of each transparency to review the steps to be followed in planning and implementing a workshop.

Step 2: (20 minutes) Distribute copies of the worksheet "Troubleshooting: What Do You Do When..." for participants to complete. A discussion should follow.

STEP 1
GETTING ORGANIZED

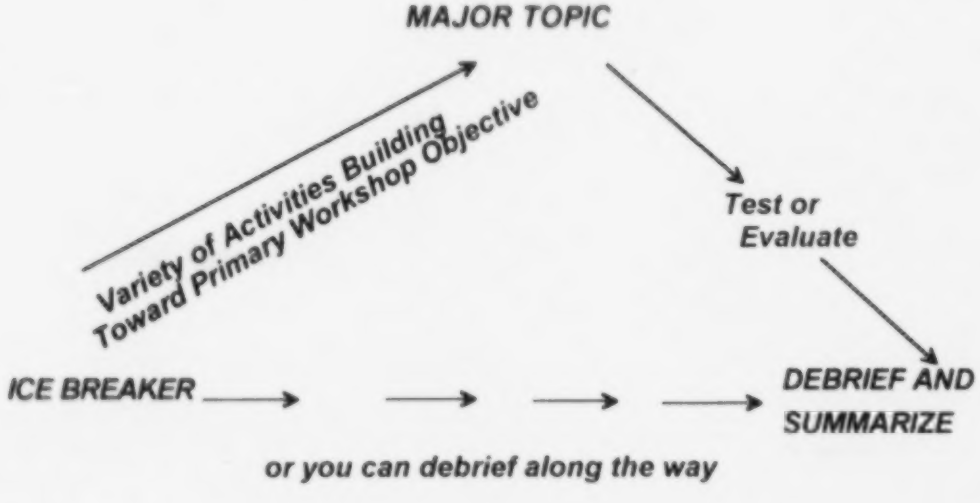
- identify the target audience
- set date and time several weeks in advance; inform potential participants
- obtain suitable site (building/room) with moveable tables and chairs for group activities
- arrange for needed audiovisual equipment (VCR and Overhead Projector)
- prepare name tags, registration forms, refreshments, evaluation forms, etc. (if needed)
- prepare adequate quantities of handouts and other materials for distribution
- prepare transparencies needed for the workshop presentation

STEP 2
PLANNING THE WORKSHOP

- set the stage (share objectives; review agenda; lead get-acquainted activity)
- conduct the workshop (hands-on activities; vary group size; supply background information)
- debrief (connect activities to objectives of the workshop)
- evaluate (gather data on effectiveness of materials and effectiveness of presenter)

STEP 3
CRITIQUING THE PLAN

- Is the amount of work realistic given the time frame?
- Do the activities fit the topic and measure the objectives?
- Does the workshop have varied activities?
- Are there provisions for debriefing and summarizing?


MAJOR TOPIC
Variety of Activities Building Toward Primary Workshop Objective
Test or Evaluate
ICE BREAKER
DEBRIEF AND SUMMARIZE
or you can debrief along the way

STEP 4
HOW TO ENSURE AN EFFECTIVE PRESENTATION

- Arrive at the workshop site early
- Greet participants as they enter the room
- Start on time
- Get someone to assist you
- Don't overwhelm your participants with "everything you know"
- Maintain a high level of participant involvement; don't read to your audience
- Be aware of the time of day; be sensitive to participant needs for breaks
- Be aware of the makeup of your audience (teachers, curriculum supervisors, administrators)
- Use humor to relax participants and defuse problems with equipment, facilities, etc.
- Finish within the allotted time

DESIGNING AND IMPLEMENTING A WORKSHOP
Checklist

A. Getting Organized

_____ 1. Have you identified the audience? What do they already know about Germany since unification?

_____ 2. Have you set the date and time and provided this information to potential participants several weeks in advance?

_____ 3. Have you obtained a suitable site with moveable tables and chairs for group activities?

_____ 4. Have you arranged for needed audiovisual equipment (VCR and Overhead Projector)?

_____ 5. Have you prepared name tags, registration forms, refreshments, evaluation forms, etc. (if needed)?

_____ 6. Have you prepared adequate quantities of handouts and other materials for distribution?

_____ 7. Have you made your overhead transparencies? Have you ordered supplemental resource materials?

B. Planning the Workshop

_____ 8. Have you prepared activities to "set the stage" for the workshop (share objectives; review agenda; lead get-acquainted activity)

_____ 9. Have you planned activities to implement the workshop (hands-on activities; vary group size; supply background information)?

_____ 10. Have you planned processes for debriefing the learning experiences (connect activities to the objectives of the workshop)?

_____ 11. Have you planned an evaluation (gather data on effectiveness of the materials and effectiveness of the presenter)?

C. Critiquing the Plan

_____ 12. Is the amount of work realistic given the time frame?

_____ 13. Do the activities fit the topic and measure the objectives?

_____ 14. Does the workshop have varied activities?

_____ 15. Are there provisions for debriefing and summarizing?

DESIGNING AND IMPLEMENTING A WORKSHOP

PRELIMINARY DISTRICT/REGION PLAN FOR WORKSHOP

1. Who will be invited to your workshop?
   - _____ elementary school social studies teachers
   - _____ middle school social studies teachers
   - _____ high school social studies teachers
2. Which materials will be presented at your workshop?
   - _____ **A Kid Like Me Across the Sea** [Elementary]
   - _____ **Communities and Regions in Germany** [Elementary]
   - _____ **Overview of Germany** [Middle]
   - _____ **Geography of Germany** [High]
   - _____ **Cultural Reflections** [High]
   - _____ **Germany in Europe: Enduring Issues** [High]
   - _____ **Learning About Our World: Germany** [K-12, two volumes]
   - _____ **Common Ground** [K-12, if German language teacher in school/system]
   - _____ **Maps of Germany** (3' x 5') *[1 Political and 1 Physical]*
   - _____ **Culture Collage Poster** (3' x 5')
   - _____ **Berlin videotape** [VHS]
   - _____ **Facts About Germany** [Teacher Handbook]
3. What organizations/individuals in your district/region can provide assistance?
   - _____ Regional Education Service Agencies
   - _____ school principal/assistant principal
   - _____ curriculum director
   - _____ social studies department chair
   - _____ geographic alliance teachers
   - _____ college/university professors
4. What type of assistance can these organizations/individuals provide?
   - _____ get on existing workshop agenda
   - _____ provide list of interested teachers
   - _____ endorse teacher participation in workshop
   - _____ co-sponsor workshop
5. What are some possible dates/locations for the workshop?
   - _____ city_____
   - _____ sponsoring/cooperating organization _____

TROUBLESHOOTING: WHAT DO YOU DO WHEN . . . ?

1. One of the participants reacts to the materials or presentation in a negative manner?

2. The length of the presentation is too short? too long?

3. A participant asks a question and you do not know the answer?

4. You see that you are beginning to lose the attention of the group?

5. The overhead projector burns out and the replacement bulb doesn't work?

6. A participant makes an off-color or inappropriate suggestion or comment?

7. A participant provides an answer or remark that is completely inaccurate or misleading?

8. Other?

WRAP UP, QUESTIONS
EVALUATION

Time Frame: 15 minutes

Materials:
- "Workshop Objectives" Transparency
- Evaluation Form (1 per participant)
- "Materials Request Card" (1 per participant)

Step 1 (10 minutes) Review the workshop objectives using the transparency from the morning session. Then ask such questions as:

- Based on what you've seen and heard today, do you have any questions concerning the implementation of the instructional materials?
- How do these instructional materials fit with existing curriculum?
- Which specific activities would you most enjoy teaching? Why?
- Which specific activities would your students most enjoy? Why?
- How do you plan to incorporate these instructional materials into your lesson plans?

Step 2 (5 minutes) Ask participants to complete the evaluation form.

Step 3 (Optional) Finally, distribute the Materials Order Form to participants who plan to replicate this workshop in their own school district.

WORKSHOP EVALUATION

In an effort to evaluate the effectiveness of this workshop and to provide for future improvements, please complete the form below. Please circle the number that represents your opinion.

	LOW				HIGH
1. To what degree were the instructional methods of the workshop presenters effective in achieving the workshop objectives?					
▪ increase awareness and understanding of developments in contemporary Germany	1	2	3	4	5
▪ review instructional materials for use in social studies classrooms.	1	2	3	4	5
▪ begin development of plans for conducting workshops at the building or district level.	1	2	3	4	5
2. To what degree were the grade-level appropriate materials distributed adequate for meeting your classroom needs?	1	2	3	4	5
3. To what degree were the facilities [workshop site, meals, breaks, hotel accommodations, etc.] adequate in supporting the goals of the workshop?	1	2	3	4	5
4. To what degree was the overall workshop program effective?	1	2	3	4	5

Please complete each statement.

5. The strengths of this workshop were....

6. This workshop would be better if....

Please write any additional comments on the back of this sheet.

MATERIALS EVALUATION OF THE INSTRUCTIONAL KIT

_____
Specify Title Here

PART I - USE OF MATERIALS
Please complete either Section A or Section B. If you complete Section A, please skip to Part III.

SECTION A
_____ **I do not plan to use** this resource material because:

_____ The topic does not relate to the course(s) I teach.

_____ The activities are not adaptable (too easy/too difficult) for the ability level of my students.

_____ Other (*please specify)*_____

SECTION B
_____**I have used/plan to use** this resource material in the grade(s) checked:

___6th	___10th	___U.S. History	___Current Affairs
___7th	___11th	___World History	___ Geography
___8th	___12th	___Government	___Behavioral Sciences
___9th	___College	___Economics	___Other (specify)

PART II - RATE THE FOLLOWING

1. How useful are the suggested teaching activities in the lesson plan book?

   Very Useful Useless
   5 4 3 2 1

2. How helpful was the workshop in preparing teachers to use the materials?

   Very Helpful Useless
   5 4 3 2 1

3. Overall, how effective was the "package" of materials in helping your students learn about contemporary Germany?

   Very Effective Useless
   5 4 3 2 1

PART III - IMPROVEMENTS
How could future instructional materials be improved so that they would be more beneficial to teacher and students? *(Use the back of this sheet.)*

Please return this completed form to:

Goethe House New York
Promotion Department
1014 Fifth Avenue
New York, NY 10028

MATERIALS REQUEST CARD
[FOR WORKSHOP REPLICATION]

I am planning a workshop on contemporary Germany and would like to request the following materials in the quantities indicated.

_____ **A Kid Like Me Across the Sea** [Elementary]*

_____ **Overview of Germany** [Middle]*

_____ **Geography of Germany** [Secondary]*

_____ **Cultural Reflections** [Secondary]*

_____ **Common Ground** [K-12, if German language teacher in school/system]

_____ **Maps of Germany** [K-12]*
[1 Political and 1 Physical, (3' x 5')]

_____ **Culture Collage Poster** with key*

_____ **Berlin videotape** [VHS K-12]

_____ **Facts About Germany** [Teacher Handbook, K-12]

_____ **Learning About Our World: Germany** [K-12 materials developed by Ohio teachers]

_____ **Guide for Workshop Leaders** [For Training Personnel Only, K-12]

***Written by social studies educators in the United States, these materials are printed by Inter Nationes.**

PLEASE NOTE

The Goethe House New York will supply, free of charge, multiple copies of materials for replication of this workshop in your school or school district *(a complete set of grade-level appropriate materials for each person in attendance at a workshop you lead).**

A workshop must focus on a single school level (elementary or middle or secondary).

*As long as funds remain available.

Send this Order Form to:

Michael Nentwich .
Goethe House New York
1014 Fifth Avenue
New York, NY 10028
(212) 439-8697

In order to furnish you with the materials requested above, please provide the following information:

1 The precise date of your workshop: _____/_____/_____
month date year

2 The projected number of participants in the workshop _____

3 Target group
_____ Elementary Teachers
_____ Middle Grades Teachers
_____ Secondary School Teachers
_____ Trainer-of-Trainers

4 Time frame
_____ Half day
_____ Full day
_____ Other

5 The exact shipping address (with name of person responsible for receiving the material)
UPS CAN NOT SHIP TO POST OFFICE BOXES

Name _____

School/Institution _____

Street _____

City _____ State _____ Zip Code _____

Telephone School( ) _____ Home( ) _____

_____ _____
Date Signature

ATTENDANCE FORM
For Mailing List

(Complete this form to be notified of future educational materials)

Location of Workshop_____

Date of Workshop_____

Name_____ Name_____

Title_____ Title_____

Organization/School_____ Organization/School_____

Address_____ Address_____

City/State/Zip_____ City/State/Zip_____

*Name*_____ *Name*_____

*Title*_____ *Title*_____

*Organization/School*_____ *Organization/School*_____

*Address*_____ *Address*_____

*City/State/Zip*_____ *City/State/Zip*_____

Name_____ Name_____

Title_____ Title_____

Organization/School_____ Organization/School_____

Address_____ Address_____

City/State/Zip_____ City/State/Zip_____

*Name*_____ *Name*_____

*Title*_____ *Title*_____

*Organization/School*_____ *Organization/School*_____

*Address*_____ *Address*_____

*City/State/Zip*_____ *City/State/Zip*_____

COMPARATIVE GEOGRAPHY TRANSPARENCY MASTERS

TO THE TEACHER: The materials in this appendix were developed to assist you in presenting comparative geographic data about Germany, Europe and the United States. The transparency master on the following sheets allow for the comparison of the United States - a continental power - to Germany, a much smaller country (not quite the size of Montana) that borders on nine other countries and has a population of 80 million, approximately one third of that of the United States (255 million).

Suggestions on how to use the transparency masters:

Activity 1

- Put the map of Europe (Master 1) on the overhead projector. Ask your students if they believe Europe to be larger or smaller than the United States; count the votes.
- Alternately superimpose the outline maps of the United States (Masters 2A and 2B) over the map of Europe. Have students decide which map shows the correct size comparison of the United States and Europe.
- Explain that Europe is larger than the United States, including Alaska and Hawaii (United States = 3,615,202 sq. mi./Europe = 4,063,000 sq. mi.). Europe's eastern border is formed by the Ural Mountains and the Ural River which flows into the Caspian Sea. The population of Europe is 640 million vs. the United States population of 255 million.

Activity 2

- Replace the outline of the United States with the map showing the states of the union (Master 3) superimposed on the map of Europe (Master 1).
- Point out the relative size of your state compared to Germany. Show that it is larger/smaller. Write down the respective square mileage of each on the blackboard.
- Compare your state to the other European countries that are easily identifiable (e.g. Great Britain, Italy, Spain).
- Compare the outline of Germany not just to that of your state but also to some of the larger or smaller states of the union.

Activity 3

- Continue to work with Masters 1 and 2. Ask your students on which latitude they would place the United States in relation to Europe. Shift the overlay of the United States (Master 2) according to the suggestions coming from the class ("higher!" "lower!" etc.).
- Place the map of the United States in the correct position: the northern border of the contiguous United States should come to lie along the 49th parallel which is indicated on the map of Europe by the line of dots stretching in an arc across the center of Europe.

- Show that the United States lies far more to the South than most of the European countries, and that Central and Northern Europe lie above, often far above, the U.S./Canadian border.

- Use a regular wall map of North America to compare latitudes of well-known European cities and United States cities. Compare climates; explain that the Gulf Stream creates this difference.

- Move the outline of the United States along the dotted line. Show how many states then come to lie over the outline of Northern Africa. Demonstrate that, for example, Miami lies about 300 miles south of the pyramids of Gizeh; that Boston lies on a similar latitude as Rome; and that much of the Southwest is on the same latitude as the Sahara.

Activity 4

- Put the map of Germany (Master 4) on the overhead projector. Have students identify the countries bordering Germany (there are nine). Using Master 5, have students identify the "Lander" (states) of the Federal Republic. Using Master 6, identify some of the major cities in Germany. Explain that Bremen, Hamburg and Berlin, by way of tradition, are not just cities but also federal states. Give information on population density in the U.S. and in Europe, using a familiar point of reference (e.g. your state).

	Area in Sq. Mi.	Population	Population Per Sq. Mi.
United States	3,615,202	255 million	69.0
Europe	4,063,000	640 million	157.5
Germany	137,788	80 million	580.5
Montana	145,388	.8 million	5.5
Your State	(see attached)		

Activity 5

- Mark off an area of the floor approximately 6 feet by 6 feet in size. Explain that this represents the combined land area of the states of Alabama, Georgia and South Carolina. Ask three participants to stand in this area and explain that this represents the population of the three states (approximately 14.2 million people). Now add fifteen more participants to the same area. Explain that this represents the population of Germany (80 million people) on the same amount of land.

- For comparative purposes, refer to Transparency 5 "Population Density" which compares Germany with the three-state region and the United States as a whole. (NOTE: This activity may be repeated using the state of Montana, a state geographically approximately the same size as Germany but much smaller in population.)

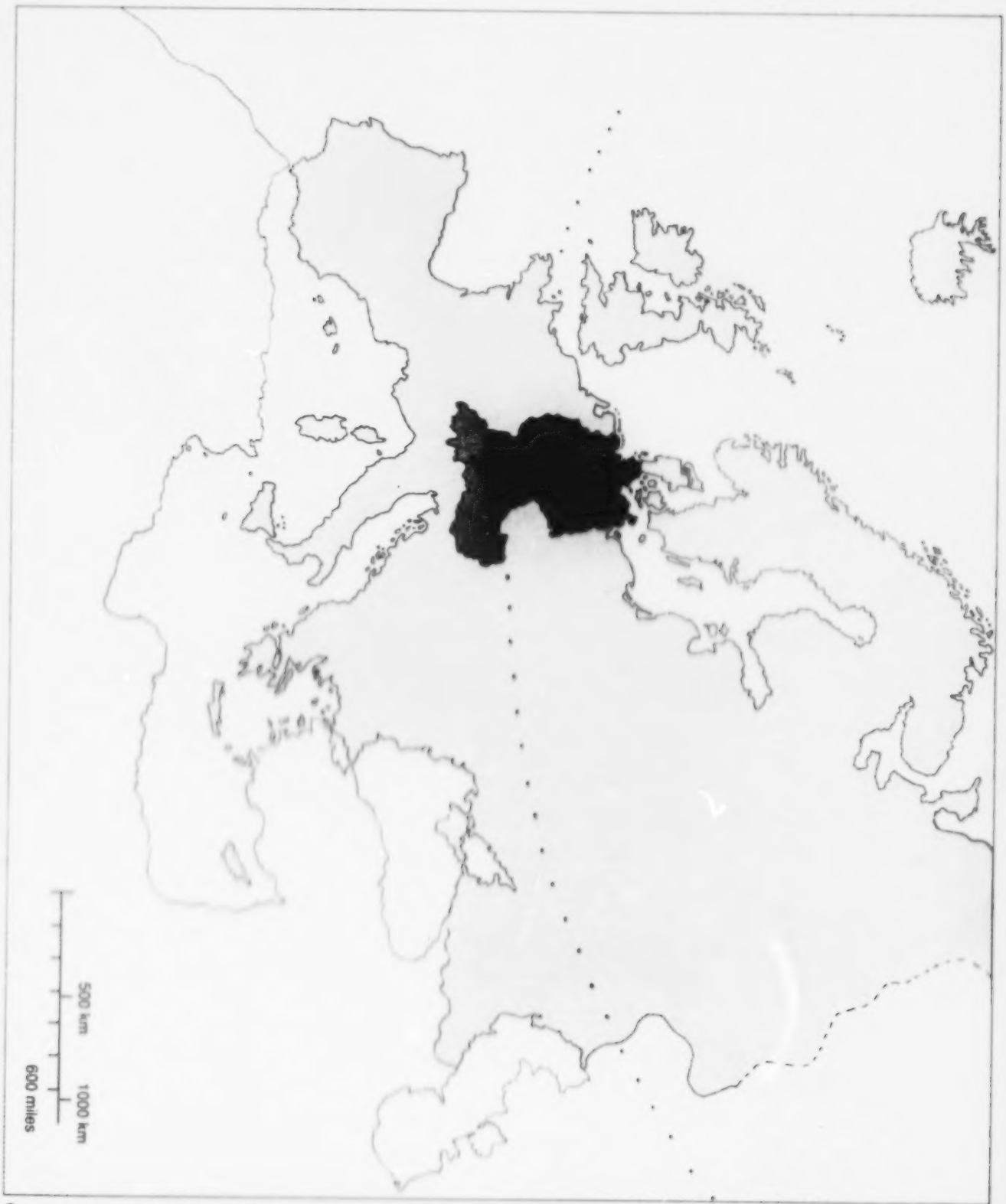
- To verify which country or region is the most crowded, compute the population density of each. To do this, simply divide the population by the area. Conclude the activity by asking the group to list at least two advantages to living in a place with a high population density and two disadvantages.

States of the Union in Alphabetical Order	*Area in Square Miles*	*Population, 1992*	*Population per Square Mile*
Alabama	50,766	4,136,000	81.5
Alaska	570,833	587,000	1.1
Arizona	113,510	3,832,000	33.8
Arkansas	63,187	2,399,000	37.9
California	156,297	30,867,000	197.5
Colorado	103,598	3,470,000	33.5
Connecticut	4,872	3,281,000	673.4
Delaware	1,933	689,000	356.4
Florida	54,157	13,488,000	249.1
Georgia	58,060	6,751,000	116.2
Hawaii	6,427	1,160,000	180.5
Idaho	82,413	1,067,000	12.9
Illinois	55,646	11,631,000	209.1
Indiana	35,963	5,662,000	157.4
Iowa	55,965	2,812,000	50.2
Kansas	81,783	2,528,000	30.9
Kentucky	39,674	3,755,000	94.6
Louisiana	44,520	4,287,000	96.3
Maine	30,995	1,235,000	39.8
Maryland	9,838	4,908,000	498.9
Massachusetts	7,826	5,998,000	766.4
Michigan	56,959	9,437,000	165.7
Minnesota	79,548	4,480,000	56.3
Mississippi	47,234	2,614,000	55.3

	Area in Square Miles	*Population, 1992*	*Population per Square Mile*
Missouri	68,945	5,193,000	75.3
Montana	145,388	824,000	5.7
Nebraska	76,639	1,606,000	20.9
Nevada	109,895	1,327,000	12.1
New Hampshire	8,992	1,111,000	123.6
New Jersey	7,468	7,789,000	1,042.9
New Mexico	121,336	1,581,000	13.1
New York	47,379	18,119,000	382.4
North Carolina	48,843	6,843,000	140.1
North Dakota	60,299	636,000	10.5
Ohio	41,004	11,016,000	268.7
Oklahoma	68,656	3,212,000	46.8
Oregon	96,187	2,977,000	30.9
Pennsylvania	44,892	12,009,000	267.5
Rhode Island	1,054	1,005,000	953.5
South Carolina	30,207	3,603,000	119.3
South Dakota	75,956	711,000	9.4
Tennessee	41,154	5,024,000	122.1
Texas	262,015	17,656,000	67.4
Utah	82,076	1,813,000	22.1
Vermont	9,273	570,000	61.5
Virginia	39,700	6,377,000	160.6
Washington	66,512	5,136,000	77.2
West Virginia	24,124	1,812,000	75.1
Wisconsin	54,424	5,007,000	91.9
Wyoming	96,988	466,000	4.8

THE UNITED STATES AND GERMANY:
A COMPARISON

Master 1 for copying
and for transparencies



© Goethe-Institut, München, 1991

BEST COPY AVAILABLE

BEST COPY AVAILABLE

THE UNITED STATES AND GERMANY:
A COMPARISON

Master 2B for copying and for transparencies

BEST COPY AVAILABLE

THE UNITED STATES AND GERMANY:
A COMPARISON

Master 3 for copying
and for transparencies

© Goethe-Institut, München, 1991

BEST COPY AVAILABLE

Denmark
Poland
Netherlands
GERMANY
Belgium
Czech
Republic
Luxem-
bourg
France
Switzerland
Austria

GERMANY: THE FEDERAL STATES

Master 5 for copying and for transparencies

GERMANY: MAJOR CITIES

Master 6 for copying and for transparencies

GERMANY: OUTLINE MAP

Master 7 for copying and for transparencies

© Goethe-Institut, München, 1991

Notes: